DOCUMENT RESUME

ED 047 643 24 HE 002 020

AUTHOR	Davis, Rodney O.
TITLE	Using Relevant Historical Documents to Improve Communications with College Students. Final Report.
INSTITUTION	Gustavus Adolphus Coll., St. Peter, Minn.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-9-F-079
PUB DATE	Sep 70
GRANT	OEG-6-9-0090079-0073 (010)
NOTE	18p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Audiovisual Aids, *College Students, *Disadvantaged Youth, *Higher Education, *History Instruction, Innovation, *Relevance (Education)

ABSTRACT

This report describes a project that attempted to "turn on" educationally and otherwise disadvantaged youth, primarily because the regular compensatory programs at Gustavus Adolphus College had not succeeded in doing this. A special history course was devised that used original documents selected by the students and the instructor in accord with the topics chosen as relevant by a large group of freshmen students. The topics were presented in reverse chronological order, with each topic begun in the mid-twentieth century and independently traced backwards. The material was available in written form and on tape, and the instructor related the material to other forces at work in history. The classes consisted of 16 students; 5 were disadvantaged, 2 were Merit Scholars and the others represented a cross-section. The students could choose from 4 different testing options for their interim exams, but had to undergo standardized testing at the end of the year. Testing did no occur because of the campus situation in the spring of 1969. Thus, although, there were no objective results to compare what had been learned in this course, as opposed to the standard course, the subjective results were impressive. The students were "involved" and enthusiastic and there was minimal absenteeism. The list of documents used are included in the report. (AF)

EDO 47643

BR 9-F-079
PA 24

HE

FINAL REPORT
Project No. 9-F-079
Grant No. OEG-6-9-0090079-0073 (010)

USING RELEVANT HISTORICAL DOCUMENTS TO IMPROVE COMMUNICATIONS WITH COLLEGE STUDENTS

Rodney O. Davis, Ph.D.
Gustavus Adolphus College
St. Peter, Minn. 56082

September, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

HE002020

Final Report

Project No. 9-F-079
Grant No. OEG-6-9-009079-0073 (010)

USING RELEVANT HISTORICAL DOCUMENTS TO IMPROVE COMMUNICATIONS WITH COLLEGE STUDENTS

Rodney O. Davis, Ph.D.
Gustavus Adolphus College
St. Peter, Minn. 56082

September, 1970

The research herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

TABLE OF CONTENTS

Introduction.....page 3

Method.....page 6

Conclusions.....page 10

Appendix.....page 14

3

INTRODUCTION

Frustration was the key to the undertaking of the present project--frustration in introducing to college what are normally termed educationally (and otherwise) "disadvantaged" youth or seemingly capable youth who had been turned off by their school experience. Ten of these youth were admitted to Gustavus Adolphus College in the late summer of 1968 for an orientation period prior to the fall semester under the DEferred Matriculation Of Students (DEMOS) Program. They were allowed class loads of one-half or less with opportunities for remedial work and special tutoring. In most cases the results would be similar to asking a paraplegic or even a quadraplegic to pitch only four or less innings of a baseball game. Their formal educational experience was not such as to enable them to make effective use of what was made available to them.

The conclusion reached was that a different method should be devised to introduce them to college and to their own potential-- to turn them on. A history course was devised for this purpose. It was inductive--using original documents that were selected by students (who had previously studied Western Civilization) and by the instructor. It was topical with the topics chosen by a large group of freshmen students as relevant to them. It was presented in reverse chronological order with each topic established in the mid-twentieth century and independently traced backwards. The documents were available to the student both in written form and on tape. The students met and listened to the tapes, which could be interrupted at any point by instructor or any student for a question or a comment. The instructor related the material to other forces at work in history and pointed out, where necessary, the relevance to history in general and to the topic under discussion.

The class consisted of sixteen entering students. Five of the students entered under the DEMOS Program. Two were merit scholars. The rest had been selected to provide a cross-section in reference to both potential and achievement as determined in standard ways. Looked at differently, the class consisted of a cross-section as to sex, race, size of home town, geographical origin, designated majors, presumed potential, and demonstrated academic achievement. Interim testing was by essay examinations with individual student option as to the specific circumstances of the testing--written in class, written ou of class, oral with instructor

or oral with tape recorder. The first three options drew about an equal number of students while the fourth had no takers. The students were aware they were in an experimental course and were in it by choice. They were also aware that at the end of the year they were to undergo standardized testing to determine their standing in relation to others who had studied Western Civilization during the year -both from the same instructor and from other instructors at the same school and at other schools. Unfortunately, the general campus unrest experienced by higher education in 1969-1970 and the particular problems following the entrance into Cambodia and the situations at Kent State and at Jackson, Mississippi, all combined to abort the plans for standardized testing at the end of the year.

What, then, can be said in summary of the results? There are no objective results to compare what has been learned in history by the students. The "teacher of history" who is a purist, might wish to stop reading at this point. The "teacher of students" ought to continue. Interest and enthusiam remained at a high level throughout the year. Although there was no required attendance, absence was minimal. There had been a serious absence problem the previous year for DEMOS students and there was this year for DEMOS students not in this course. There seemed also to be a carry over to other courses in terms of attendance for the DEMOS students. The carry over was not, however, limited to attendance. It also involved subject matter both to and from this course. One merit scholar credited the course with making her aware of the interrelatedness of all her courses and with aiding her in the transfer of material from one to another. Another merit scholar credited the course with making her what her friends called "a more open person." A black male from Chicago spoke of seeing himself for the first time as others see him. Another black male (a non-high school graduate from New York City) stated to another history professor: "I dig this Greek and Roman stuff. It's relevant." Dictionaries were used in class and the meanings of words (as well as ideas) questioned.

I would conclude that the students have had a good basic introduction to history and to collegiate education--perhaps as it should be. They are aware of the complexity of both men and history. Unlike many of their contemporaries they have discovered that the present is built on the shoulders of the past. They know that there is yet much to learn and that it can't be picked up in any single textbook. They have learned that they are all, in one sense or another, disadvantaged and that they all, conversely, have had positive experiences. They have learned that relevant subject matter can cut through personal bias and prejudice and that

education can be fun--even in a history course.

There are questions remaining. How much history have they learned? Can the method be applied to a larger, more economically feasible, class size? During the next academic year the instructor will teach two differing experimental classes with the hopes of being able to answer these and other questions that might arise.

METHOD

The following topics, chosen by freshmen students as relevant, were utilized during the year: The Race Problem in America, Race Prejudice and Slavery in the Western World, War and Society, Science and Society, and Religion and Society. Two additional topics were only partially developed and will be completed for the next year: The Generation Gap and Urbanization. Documents were selected which students found relevant and which the instructor felt were pertinent to the subject matter and which would open opportunities for covering significant areas, periods, events and movements in western civilization from its beginnings in the Fertile Crescent to the world today. The documents were both duplicated for the students and put on tape.

The students were selected from amongst those who had originally selected western civilization. Five were DEMOS students. The DEMOS Program, inaugurated in 1968, admits students on the basis of potential demonstrated by other than standardized tests or high school grades. A high school diploma is not required. Letters of recommendation and personal interviews, where feasible, constitute admissions requirements. The DEMOS students would be non-admissible by standard criteria. Eleven other students were chosen who ranked as follows (using college boards, high school rank and scholastic apptitude tests): three-high; four-upper middle; four-average to low average. Five were female and eleven male. Five were Black, one an American Indian, and ten white. Five were from large cities, four from suburbs, and seven from small towns or rural areas. Both coasts and the southwest were represented in addition to the upper midwest. Only three had indicated history as the choice of major. All were entering college for the first time.

The class met in a small room adjacent to the instructor's office. Seating was around a large table. The class was scheduled for two fifty minute periods separated by a forty minute chapel break. Coffee and hot chocolate were available in the room. Some students undertook the decoration of the room--with mixed results from the instructor's point of view The point is essentially that the setting was informal and relaxed.

At the first meeting all present introduced themselves and made short statements about their homes and whatever else they thought might help identify them. Then the first

document was played without a script in the hands of the students. It was a very free translation of Plato's Apology into ghetto dialect. It carried up to the point where Socrates was found guilty. Specific references were updated. At the conclusion the students were asked who it was that was making a defence and what the punishment should be after the verdict of uilty. There was consensus that the speaker was Rap Brown, Stokely Carmichel, Eldridge Cleaver or some such person. One student voted for capital punishment, several for prison terms of varying lengths and two Blacks would not sentence him for what he had done. Further analysis of the charges led some of the students to the realization that the speaker was Socrates.

What was accomplished? One White said "I feel disadvantaged." Another commented, "I don't understand the language." The Black students, who had the poorest academic records, found themselves translating and explaining to the others who, conversely, found that their own experiences had been limited. The Black students found that their experiences at this moment gave them an advantage. They were helping rather than being helped. They could contribute positively to the class. It was made obvious to the Whites that all Blacks do not think alike since only two of the Blacks opposed the guilty verdict. It was also made obvious that one had to listen and think before jumping to conclusions and that even an excellent academic record did not guarantee right answers when the rules of the game were altered somewhat--when the usual keys of academia, which tell how to tell the "good guys" from the "bad guys"--were missing.

The first major topic was the Race Problem in America. It was chosen to strengthen what had been established in the introduction--positive contributions from the Blacks. Four documents introduced the subject. Each took a different position. Then the subject was traced back to early colonial days and the beginning of American slavery. Social, religious, economic, legislative and judicial aspects were considered. The students seemed to become acquainted with Lincoln's Emancipation Proclamation in its entirety for the first time--not to mention his views on colonization. The first portion of the Declaration of Independence was seen differently when it was accompanied by the "deleted clause" on slavery and Jefferson's explanation for the deletion. The students seemed to feel that they were seeing their country as it was and the reaction was positive and not negative.

The second major topic really raised the question of the relationships that have existed among race, prejudice, and

slavery historically. They found racial relations without prejudice or slavery. They found slavery without prejudice and prejudice without slavery. They found that lifelong slavery based on race with continued subservience even after manumission was peculiarly American in its origin. They concluded that it had to be taught to subsequent generations and that therein there was hope for the future. History was becoming for them a guide to seeing themselves and the world in which they live rather than something to be memorized. They related things in the past to their own experiences.

The tests were essay type and the students came to see them as a further opportunity to draw things together and to search for added relevance. They were given the option of oral (with instructor or tape recorder) or written (in class or out of class). Each student could decide for himself how he could best present what he had learned. Although no one chose to tape his answers, there was shifting back and forth among the three other ways. The questions were sometimes intended to force students to look at a problem where differing answers have been given and to come to a conclusion of his own. "The Kerner Report finds that American institutions are racist and that all Americans are victims of these institutions. Others have said that all White Americans are racists in the sense that they consciously accept as fact the contention that all Blacks are inferior to Whites biologically. Discuss which of these positions seems to you to come closer to an accurate description of the problem. Document your answer wherever possible in terms of your reading and/or your experiences." There is obviously no right or wrong answer. The student is being challenged to evaluate what he has read (as well as his own experiences) in a particular context. When he sees relevance he must also be able to demonstrate it. He should be able to see intellectually both positions and then to build a case for one while knocking down the other.

A second type of question served to force students to relate semmingly quite different topics and thereby look at their own world from a different angle. "Science has contended that man has emerged and progressed as a result of natural selection through survival of the fittest. Discuss the applicability of this contention to war, particularly but not solely in the mid-20th century." Again it is not the conclusion that is important but the process involved in arriving at it. Is the student able to see both the strong and weak points in his argument (in terms of documents studied) and to turn both of them to his advantage? In one sense this approach may seem to be sophistry but it is also the heart of any serious, intellectual analysis.

Tests were not the only criterion for grading or evaluating progress even as they were not only the criterion for grading. There was class discussion--in abundance. Sometimes it was spontaneous and sometimes directed. On occasion the class would be divided and asked to "debate" a subject. For example, the class was divided into two parts with one supporting and one opposing the decision in the Dred Scott case. Among other things they were to deal with the validity of the arguments used to justify the decision. They might also bring in additional information not mentioned in the brief. It was all to be done on the basis of the 1850's and not hindsight. A further twist was added when the instructor had the two sides switch in mid-stream and continue the discussion from the point just reached.

CONCLUSIONS

It might be fitting to let the students have their say first. No one of them reacted negatively to the course, at least in writing. There were some negative points, however, in many of their evaluations. "I cannot honestly say I was always enthralled by the class--at times I was bored stiff. Part of this was die to time spent on something I already felt I understood. Another reason was that the discussions occasionally got hung-up on something other than what was supposed to be discussed." There was no agreement, however, on what it was that was boring. Religion, science, sex, and race problems at one time or another bored someone but proved to be most interesting to someone else. Discussion became boring but "We formulated thoughts and ideas not provoked by books, but by listening to other people and from that putting it together for ourselves."

From DEMOS student to merit scholar there was agreement that the course had carryover effect. "Usually I would just pick up a newspaper and read the sports section, but when this class started and we started learning more about racism, religion and science, I began to get more interested in the ideas about these topics and I start to pay more attention to them and read about them in the papers. What I'm trying to say is that, I was never interested in these topics until your class started." Or this course "gave me a new way of looking at my other classes; it opened my eyes to the fact that they were all intricately interwoven." Further, "The benefit I received from the class also became apparent in discussion this past weekend with my parents and neighbors, also on the matter of the Vietnamese and Cambodian conflicts. I was able to see more clearly how they were reacting..." Or "I have learned to look at people's view and not to judge them right away." It is also internalized. "I came here, admittedly (now), a small town, good Lutheran, patriotic, sheltered Norwegian. I feel that college makes everybody change, and I honestly feel that this history course has served as a catalyst and made me change a lot faster. Not that I'm not any of the above anymore, it's just that I realize that I've been led into these parts. I now am trying to justify, in my own mind, my beliefs and to find my weaknesses." And then "Not only did I learn much academically, but I learned about myself and other people. The knowledge I gained has become part of my life; it is ingrained upon my mind and will continue to mold my thinking patterns."

The final student comment came from a Black male trained in electronics at Chicago Vocational School.

This class Has fought and won
Clasped Around the empty rind of Education
It has blossomed
Finger joint perpandicalar
Left Right around angles
Angles we never knew or thought we knew.
We all left undecided
We all left mouths open
For the frist time
In our lives
Taken like that
It was to much sometimes
The fraglie Mother Mary broke
The hawk laid bleeding at our feet,
We were discovered
We were discovered
All evauluated

The purpose of education
Is to not feel educated
This class
Among the walls and walls
of plato Sarte Agustine Carmichael
Lived
They spoke to us in our tounges
And their tounges were our tounges
So it was evaluated
Marx Blackhorse Prayer Pericles
Again we saw the movie
But not the American version
Straight
But uncut
Its all Living
Living in all of us
today Tomorrow and the next day

The students unanimously favored continuation of the class. What impressed them? They mentioned small size, informality, discussion opportunities, the tapes, the topics, the variety of students, the reverse chronological order, the opportunity to do their homework together, the use of documents, and their feeling that this was an uncut version of what had happened and why. Everyone mentioned one or more of the above and no one mentioned all of them. For all of them, what they did was different, but there was no single point on which all agreed.

What can be said further? They seemed to learn that "Learning is a complicated thing. To me it involves both the student and the teacher. That's a bad way to put it. The teacher is a student too....So I like this course. It is the most interesting one I've had since kindergarden. I'm not sure if I've learned anything. As soon as someone tells me how to judge 'learning' then I'll know." Did they learn history? "Names and dates were mentioned and remembered, but not as a necessary means to an end--passing a test. The importance was primarily placed on our ability to analyze writing objectively, to understand it thoroughly, to form conclusions about the nature of its content, and to see the effect it had on western thought and situations that are presently affecting our lives. So, yes, I believe we learned history." Learning is complicated and thorough but also "I thought we all had alot of fun in class."

Seventeen differing individuals became a study group while each retained his own individuality and made his own unique contribution. Perhaps the key is that they became convinced that what they were doing was worth doing. It is not sufficient that the instructor know that the material is relevant. The students must know it also. It is, moreover, preferable that they discover for themselves the relevance. The course did the convincing and relieved the instructor of that responsibility. Starting from the present and using a topical approach elicited immediate interest. In a sense each topic was a research project in itself with built-in interest. The instructor's job was to relate the documents to what else was going on to give the students a broader understanding. The college is on a 4-1-4 schedule with the one month-one course falling in January and reserved for more esoteric, interest catching, one-shot courses--often experimental in themselves. Still two students came to the instructor during the short term and said they could not wait to get back to something that was really important--history. It never happened before.

These students were convinced they were involved in meaningful education. The instructor has had small classes before. He has used documents and extensive discussion. He has introduced students to data that opened their eyes to new ideas and approaches. Still he has not had such an overall involvement. Doing one's homework in class meant that each one was prepared every day. The tapes meant that one additional sense was involved in the coverage of the material. The tapes generally seemed more important to those with less accomplishment in formal education behind them. Still, the tapes could simply be available outside of class for those who wanted to use them. The others could and probably would read the documents out of class if they were

convinced it was worthwhile. Thus the double class period might be eliminated. Seating may be a partial answer to total class involvement. "Some lecture classes give a person the feeling that he is sitting in church where a person is afraid to turn around to see who is sitting behind him." The instructor has, however, failed miserably in getting involvement in the same room with students meeting a college-wide reading course requirement.

For this instructor the topical approach in reverse chronological order is new. But even this aspect was not universally singled out by the students. The evidence would support a contention that a number of factors combined to convince the students that they were involved in relevant education--although it might also be contended that if it is not relevant, it is not education. Certainly the topical approach in reverse chronological order can be applied in a larger class in a single regular length period. This instructor will try it in the coming year with a seating arrangement that seems more conducive to discussion. One would think there would be merit in using similar material in a large lecture session. A relatively short outline book will be used to allow students to put documents in their broader context more readily. The tapes will be available outside of class hours. The class membership will be chosen by the registrar according to his usual methods. A second section will be conducted similar to the one described in the preceding pages. In this way it is hoped that the effectiveness of the topical approach in reverse chronological order can be tested more effectively.

What has been described is one person's attempt to make the relevance of the subject matter obvious to the student from the very beginning of the course. Maybe one of the first student quotations really says it: "I dig this Greek and Roman stuff. It's relevant."

APPENDIX

LIST OF DOCUMENTS USED

INTRODUCTORY

1. THE TRIAL - A free and modernized version of Plato's APOLOGY by Mozelle King and Rodney O. Davis
2. WITH APOLOGIES TO PAT - A slightly amended version of Patrick Henry's famous speech.

THE RACE PROBLEM IN AMERICA

1. THE BLACK MANIFESTO by James Forman
2. I HAVE A DREAM by Dr. Martin Luther King, Jr.
3. THE LYNCHBURG ADDRESS by George Lincoln Rockwell
4. ADDRESS TO THE NATION ON CIVIL RIGHTS by President John F. Kennedy
5. BROWN vs. BOARD OF EDUCATION OF TOPEKA
6. EXECUTIVE ORDER 9981 by President Harry S. Truman
7. PLESSY vs. FERGUSON
8. THE 13th, 14th, and 15th AMENDMENTS TO THE CONSTITUTION OF THE UNITED STATES
9. THE EMANCIPATION PROCLAMATION by President Abraham Lincoln
10. THE ADDRESS ON COLONIZATION by President Abraham Lincoln
11. THE NEGRO REPLY TO THE ADDRESS ON COLONIZATION
12. THE DRED SCOTT DECISION
13. DAVID WALKER'S APPEAL
14. SELECTIONS FROM THE CONSTITUTION OF THE UNITED STATES
15. THE DECLARATION OF INDEPENDENCE including the deleted clause and Jefferson's explanation for the deletion
16. TWO COLONIAL VIRGINIA STATUTES
17. CAPTAIN JOHN SMITH ON THE ORIGIN OF COLONIAL SLAVERY
18. LIFE ON A SLAVE SHIP by Olaudah Equiano or Gustavus Vassa
19. AFRICA DURING SLAVE DAYS by Captain Canot

RACE, PREJUDICE, AND SLAVERY IN THE WESTERN WORLD

1. EYEWITNESS REPORT by Belcec
2. THE ANTITHESIS OF NORDIC MAN
3. THE INTRODUCTION OF THE JEWISH STAR
4. SUFFERING AND PAIN by F. Nietzsche
5. ACT ABOLISHING SLAVERY

6. DECLARATION OF THE RIGHTS OF MAN AND THE CITIZEN
7. SOMERSET vs. STEWART
8. THE CLASSIFICATION OF MAN by Linnaeus
9. THE THIRD ARTICLE OF THE PEASANTS IN THE PEASANTS" WAR
10. LUTHER'S RESPONSE TO THE THIRD ARTICLE
11. OTTO III FORBIDS THE UNFREE TO FREE THEMSELVES
12. ST. AUGUSTINE ON SLAVERY
13. ANNALS by Tacitus
14. GERMANIA by Tacitus
15. PAUL"S LETTER TO PHILEMON
16. POLITICS by Aristotle
17 "BLACK BUT BEAUTIFUL" from THE SONG OF SONGS
18. LEVITICUS ON SLAVERY
19. "THE CURSE OF HAM" from GENESIS
20. THE CODE OF HAMMURABI

SCIENCE AND SOCIETY

1. SPIN-OFFS FROM SPACE from TIME MAGAZINE
2. THE MOON AND "MIDDLE AMERICA" from TIME MAGAZINE
3. FORBIDDING ENOUGH from TIME MAGAZINE
4. SCIENCE IN NATIONAL SECURITY by President Dwight D. Eisenhower
5. QUANTUM PHYSICS AND PHILOSOPHY by Niels Bohr
6. THE RIGHTS OF MAN by Aldous Huxley
7. ATOMIC WEAPONS AND THE CRISIS IN SCIENCE by J. Robert Oppenheimer
8. THE LAWS OF SCIENCE AND THE LAWS OF ETHICS by A. Einstein
9. STRATIFICATION OF THE SCIENTIFIC SYSTEM by A. Einstein
10. THE EFFECT OF SCIENCE ON SOCIAL INSTITUTIONS by Bertrand Russell
11. ON THE CONSERVATION OF FORCE by Hermann L. F. von Helmholtz
12. THE ORIGIN OF THE SPECIES by Charles Darwin
13. AUTOBIOGRAPHY by Charles Darwin
14. BEAUTY by Ralph Waldo Emerson
15. THE CORRELATION OF THE PHYSICAL FORCES by Michael Faraday
16. SPECIES OF PHILOSOPHY by David Hume
17. RULES OF REASONING IN PHILOSOPHY by Sir Isaac Newton
18. RELIGIO MEDICI by Thomas Browne
19. A LETTER TO DOCTOR ARGENT ET AL by William Harvey
20. RULES FOR THE DIRECTION OF THE MIND by R. Descartes
21. ON DISCOVERING TRUTH by Francis Bacon
22. DEDICATION OF THE REVOLUTIONS OF THE HEAVENLY BODIES by N. Copernicus
23. ON TRUTH AND ERROR by Roger Bacon
24. THE CONFESSIONS OF ST. AUGUSTINE
25. CONCERNING THE METHOD OF NATURAL SCIENCE by Aristotle
26. METAPHYSICS by Aristotle
27. PHAEDO by Plato

28. HIPPOCRATES' OATH
29. ANAXIMANDER'S FRAGMENT

WAR AND SOCIETY

1. THOMAS WOLFE'S CREDO
2. THE BLACKHORSE PRAYER
3. THE TRUMPET OF CONSCIENCE by Dr. Martin Luther King, Jr.
4. STATEMENT OF THE NATIONAL LIBERATION FRONT
5. WHITE HOUSE STATEMENT
6. PRESIDENT HARRY S. TRUMAN ON KOREA
7. THE CHARTER OF THE UNITED NATIONS
8. FOUR FREEDOMS by President Franklin D. Roosevelt
9. BENITO MUSSOLINI ON THE ENTRY INTO WAR
10. THE PACT OF PARIS
11. NO TERRITORY FOR GREAT BRITAIN by A. Ponsonby
12. INTRODUCTION TO TRUTH AND THE WAR by Philip Snowden
13. TO THE BELLIGERENT GOVERNMENTS by E.D. Morel
14. THE MANUFACTURE OF NEWS by A. Ponsonby
15. GERMANY AND THE NEXT WAR by General F. von Bernhardi
16. THE MYSTERIOUS STRANGER by Mark Twain
17. BISMARCK ON THE EMS TELEGRAM
18. THE GETTYSBURG ADDRESS by President Abraham Lincoln
19. AREOPAGITICA by John Milton
20. WHETHER SOLDIERS, TOO, CAN BE SAVED by Martin Luther
21. IN WHAT WAY PRINCES MUST KEEP FAITH by Niccolo Machiavelli
22. THE SONG OF ROLAND
23. ST. AUGUSTINE TO MARCELLINUS
24. THE GOSPEL OF MATTHEW
25. PERICLES FUNERAL ORATION by Thucydides
26. THE MELIAN CONFERENCE by Thucydides
27. THE ILLIAD by Homer
28. FROM THE BOOK OF NUMBERS

RELIGION AND SOCIETY

1. ALTIZER AND HAMILTON ON THE DEATH OF GOD
2. THE CHURCH AS GOD'S AVANT-GARDE by Harvey Cox
3. THE VERDICT OF HISTORY by Jean-Paul Sartre
4. THE CALL TO DISCIPLESHIP by D. Bonhoeffer
5. I AND THOU by Martin Buber
6. DOSTOEVSKY ON THE DEATH OF GOD
7. NIETZSCHE ON THE DEATH OF GOD
8. ANTI-CHURCH MOVEMENT by Karl Marx
9. WHAT DO I WANT by S. Kierkegaard
10. ROUSSEAU ON NATURAL RELIGION
11. THT AUTHOR'S APOLOGY by John Bunyan
12. SOCIAL ETHICS by J. Calvin
13. THE CHRISTIAN ATTITUDE TOWARD THE STATE by J. Calvin
14. LUTHER ON CIVIL GOVERNMENT

15. POPE BONIFACE VIII ON SALVATION
16. POPE CONIFACE VIII ON TAXATION
17. ST. THOMAS AWUINAS ON CIVIL GOVERNMENT
18. ST. FRANCIS ASSISI TO ALL THE FAITHFUL
19. THE DEPOSITION OF GREGORY VII by Henry IV
20. DICTATUS PAPAE by Pope Gregory VII
21. THE JUSTINIAN CODE
22. THE SHAME OF SEX by St. Augustine
23. THE SO-CALLED EDICT OF MILAN
24. THE NATURE OF CHRISTIAN CITIZENSHIP by Origen
25. A CHRISTIAN APOLOGIA from THE EPISTLE TO DIOGNETUS
26. ROMAN CHARGES AGAINST CHRISTIANITY by M. Felix
27. POLYCARP'S COMMANDMENTS OF RIGHTEOUSNESS
28. NEW TESTAMENT VIEWS
29. OLD TESTAMENT LAW
30. SOCRATES MISSION from Plato's APOLOGY